DONGO PACO KINDERGARTEN SCHOOLS

Adilang, Agago District

OPERATIONAL CONCEPT

School:	Kindergarten (KG) school- Lamwon/Nam
Location:	Adilang sub county, Agago district
Organisation	Dongo Paco Foundation Limited
Document Purpose:	Operational concept



1. Background and Rationale

Dongo Paco Kindergartens (KG) are a community Early Childhood Educational centres in the community of Adilang in Agago district. Lamwon kindergarten is the first model for the nursery school and a new emerging centre in Nam odiyo village. Lamwon KG school was established in 2024 by Dongo Paco Foundation Limited (DPFL) and forms part of DPFL's education thematic area to extend early childhood education to the children in the community and the school currently operates under the support of Dongo Paco Foundation Limited. The parents/community have a big role to play as far as the development of the school is concerned, this community contribution provides an important foundation for developing the kindergarten as a shared community institution rather than a project solely owned and managed by an external organisation.

The Government of the Republic of Uganda recognises that Early Childhood Care and Education (ECCE) programmes offer a strong foundation for quality education and lifelong learning, its from that background that Dongo Paco Kindergarten has made an important contribution towards improving access to early childhood education within the community, advancing literacy and learning among the children and a foundation that prepares children for primary education. However, as a growing community-based school, the kindergarten continues to face a number of challenges that affect its ability to provide consistent and quality services to children like limited and irregular fees collection and low/flatulating enrolment of students.

This document therefore sets out a new operational concept for the Dongo Paco Kindegartens built around shared responsibility between Dongo Paco and the communities of the respectful learning facilities. The document will guide the schools in their management and structure, teaching and learning, community participation, student mobilisation, staff responsibilities financing and long-term sustainability. The operational model will also provide a framework for mobilising and managing parental contributions, including both monetary and labour contributions, while exploring income-generating activities such as the school/community farm to complement school fees and support recurrent operational costs.

1.1 The Service Gap: Absence of Early Childhood Education in Adilang

Before Lamwon KG was established, Lamwon and the surrounding communities had no nursery school serving the community. Young children aged 3-6 years either stayed home without any form of structured early learning, or were enrolled far from home in Adilang centre and many families could not reasonably afford or access. This has been a clear service gap in early childhood education, with implications for children's school-readiness and long-term learning outcomes once they reach primary level.

- No nursery school existed within reasonable reach of Lamwon households before Lamwon KG, forcing families to either fore go early learning entirely.
- Children entering Primary one without any early childhood education were at a disadvantage compared to peers who had attended nursery school.

- Lamwon KG was established specifically to close this gap, making it the community's own response to a real and previously un met need.
- As for Nam Odiyo, there is no effectively functioning early childhood learning center as well catering to the needs of the children

This history matters for the operational concept: The Kindergartens are not simply donor projects introduced from outside, but direct responses to service gaps that the communities themselves experienced. Reinforcing this narrative is central to the mindset-change work described later in this document.

1.2 Challenges Being Addressed- in Lamwon KG

- **Low enrolment:** Many eligible children in Lamwon are still not enrolled at Lamwon KG, limiting the school's impact and its case for continued support.
- **Low parent contribution:** There is redundancy by parents in not consistently turning up to contribute resources, whether in cash, materials, or labour, towards building and running the school.
- **Negative mindset:** Sections of the community view the school as a donor project rather than a community asset, reducing their sense of ownership and willingness to participate.

1.3 Guiding Principle of This Concept

The sustainability of the kindergarten should be a shared responsibility between Dongo Paco Foundation Limited as the founders, development partners, parents, the school management, teachers, the community, and local leadership. This can happen with active participation of the above actors in decision making, school development and resource mobilisation with emphasis on the parents and the community's swift in mindset change from passive beneficiaries to active owners and stakeholders of the school.

2. Vision, Mission and Objectives

2.1 Vision

To be educational centres in Adilang where every child has access to quality early childhood education and develops the knowledge, skills, values and confidence needed to thrive and contribute to society.

2.2 Goal

To provide early childhood education facilities to children in distance villages from Adilang trading centre.

2.3 Objectives of the Operational Concept

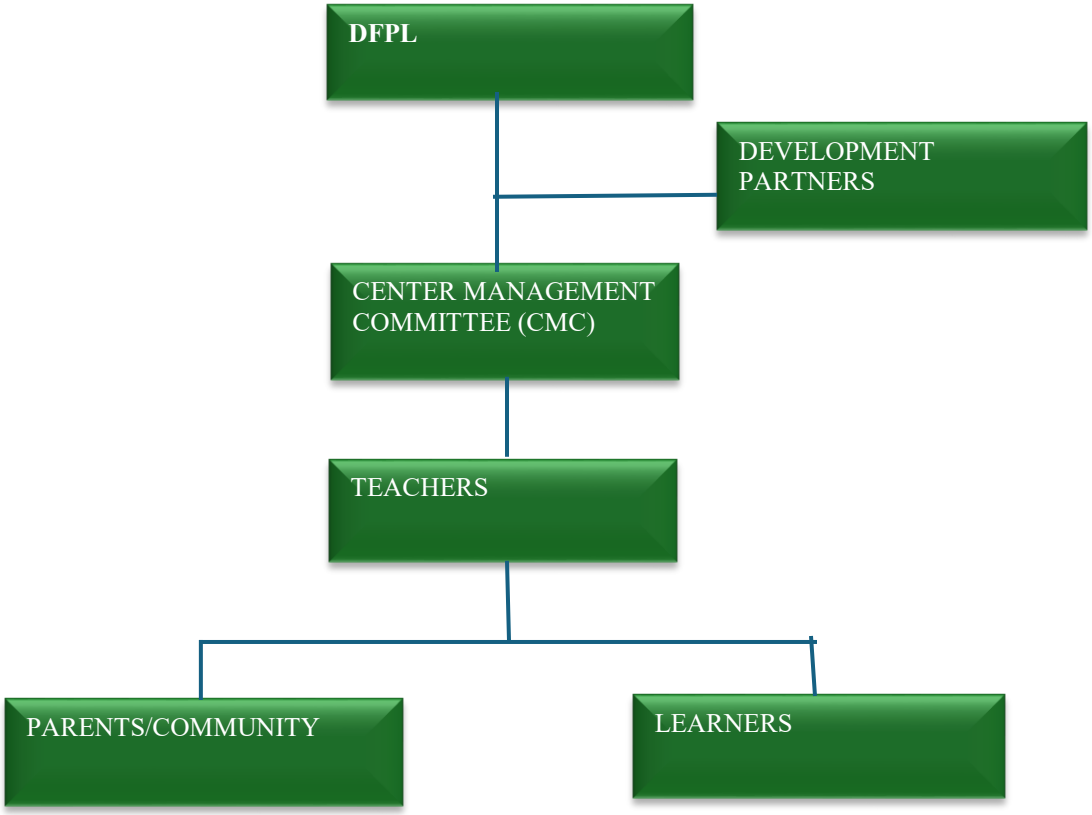
- Establish a clear operational framework for effective management of the kindergarten
- Provide access of pre-primary education to hard-to-reach rural communities in Adilang
- Strengthen community ownership and participation of stakeholders in the operation and development of the school.
- To increase child enrolment at the kindergartens

- To ensure sustainability of the school through efficient systems of operation
- Create a foundation for the long-term growth and replication of the community kindergarten model.

3. Governance Structure

The kindergarten will be governed through a layered structure that links Dongo Paco, the School Management Committee (CMC), the Head Teacher and teaching staff, local leaders and parents /community members. The kindergartens will operate under a community-owned and participatory governance model, with the School Management Committee providing oversight, the School Manager coordinating daily operations, teachers delivering education, and parents and community members contributing to decision-making and the sustainability of the school.

3.1 Structure Overview



Dongo Paco Foundation Limited:

As founders, DPFL will provide overall sight and strategic direction to the kindergarten and ensure that the school remains aligned with its founding purpose.

DPFL will support institutional development and establishment of appropriate systems of management and operation.

Partners:

Partners are important stakeholders in the governance structure because they provide strategic support, direction, development, resources and oversight that enables Dongo Paco Foundation Limited (DPFL) to operate and develop the kindergarten.

Center Management Committee (CMC):

The CMC is the governing body responsible for the overall management, supervision, and development of Lamwon Kindergarten. It is composed of five key office bearers: the Chairperson, Vice Chairperson, Secretary, Finance Officer/Treasurer, and Mobiliser.

Teaching and non teaching staff:

The school being headed by the headteacher will be responsible for the day-to-day academic and administrative running of the school.

The school shall work in collaboration with the CMC on operational issues like enrolment, discipline, parents' engagement and mobilisation.

Teachers will guide, train and instruct learners in knowledge and skills acquisition needed in early childhood development. The support staff like cooks and security personnels will ensure to smooth running of daily operations, maintain a safe environment, and help students and teachers have a conducive stay at the school.

Parents and Community:

Parents are important stakeholders to the school because they are active partners with educators to support a child's academic, social, and emotional while enabling a learner's education.

Parents will contribute to the learners' education by enrolling them to school, providing scholastic materials and necessities and paying the school dues.

Parents / community will mobilise resources to ensure sustainability and development of the school. Parents will also support and participate in school programmes like meetings and development projects.

Local leaders:

Local leaders like Local council chairpersons and their councillors are important actors in the school development and sustainability. As key policy actors, Local leaders make major contributions to policy development, implementation, monitoring and evaluation especially when it comes to child enrolment, retention and passing bi laws that enable education.

Leaders will also engage in mobilizing parents, ensuring student safety, and support school programs like meetings and events.

4. RESPONSIBILITIES AND CONTRIBUTIONS TO SCHOOL GOVERNANCE

4.1 General Roles and Responsibilities of the CMC

- Provide overall governance and policy implementation for the kindergartens
- Mobilise parents and the community for enrolment and supporting sustainability programs.
- Ensure effective management, development, and sustainability of the kindergarten schools.
- Champion community mindset changes towards ownership of the school.

4.3 Individual CMC Roles and Job Descriptions

Position	Key Responsibilities	Profile / Qualifications
Chairperson	• Provide overall leadership, guidance, and strategic direction to the committee and the school • Ensure the school operates in line with organisational policies, guidelines, and the school's constitution/rules. • Lead community sensitisation efforts on the importance of parental participation in supporting the kindergarten	• Respected community member; • Good leadership and communication skills; • Resident of area. • Basic literacy skills
Vice Chairperson	• Assist the Chairperson in providing leadership and coordinating CMC activities. • Support the supervision of school programmes, discipline, and general administration. • Follow up with parents and community leaders to ensure agreed community contributions are implemented.	• Respected community member; • good leadership and communication skills; • Resident of area . • Basic literacy skills
Secretary	• Record accurate minutes of all CMC meetings prepare meeting agendas with the chairperson, and communicate meeting dates to members.	• Well organised, respected community member; • good leadership and communication skills;

Position	Key Responsibilities	Profile / Qualifications
	• Maintain and safeguard all official school records, correspondence, and documents • Maintain an action-point register and follow up on decisions made by the management committee. • Support the mobilisation and sensitisation of parents regarding their financial, material and labour contributions to the kindergarten	• Ability to properly read and write. • Resident of the area.
Treasurer	• Provide clear financial information to the management committee and, where appropriate, parents and other stakeholders • Prepare and present financial reports and statements at every CMC meeting • Record and account for financial contributions made by parents towards agreed kindergarten needs including their estimated value where appropriate	• Organised, accountable, and trustworthy • basic numeracy and record-keeping ability • ability to read and write • Resident of area.
Mobiliser	• Mobilise parents and the local community to support school programmes, meetings, and development projects. • Sensitise parents on the importance of early childhood education and their role in supporting the school. • Mobilise resources (materials, labour, or funds) for school infrastructure and development projects. • Liaise with local leaders (LC1, LC2, parish/sub-county officials) to garner support for the school.	• Knowledge of the local area/community • Good communication and interpersonal skills • Availability and flexibility • Respected community member

4.4 Criteria and Process for Selecting CMC Members

To build legitimacy and trust, CMC members will be selected through a transparent, community-driven process rather than appointed informally. The following criteria and process will guide selection:

- Must be a resident of area of the school, and where applicable a parent/guardian of a child enrolled or intending to enrol at Lamwon KG.
- Demonstrated integrity and trustworthiness, as recognised by the community (e.g. no record of mismanaging public or group resources).
- Willingness and availability to volunteer time, ideas, support attend and participate in mobilisation of school activities.
- Basic literacy and numeracy skills, particularly for the secretary and treasurer positions.
- Good standing and respect within the community, with an ability to influence and mobilise fellow parents positively.
- Must have Commitment to children's welfare**;** prioritises children's safety, education, development, and wellbeing.
- The CMC will ensure fair representation of gender and different groups, including parents, local leaders, and community members.

CMC composition: The composition of the CMC will consist of a parents' and community representative(s), a kindergarten staff preferably the headteacher (the secretary), a representative from DPFL, local leaders, and Village health team representative as recommended by the Early Childhood Care and Educational policy of 2025

The CMC will act as local statutory governing body at school level that represents parents, teachers and the community to support and improve a school's operation and development. The CMC will provide overall accountability both to the community and DPFL.

Selection process: The sitting chairperson, his committee plus the DPFL representative will convene a general parents' meeting; candidates will be nominated openly by fellow parents against the criteria above; nominees will be voted on by a show of hands or secret ballot, as the assembly prefers; results will be recorded in the minutes and shared with Dongo Paco. Local council leadership will witness the process to strengthen its legitimacy. Members will serve a 3-year term, renewable once, with a limit of two consecutive terms in the same position to allow fresh leadership.

4.5 Meetings and procedures

- The CMC shall sit and convene once every school term. This will make a total of 3 termly meetings.
- **Annual meeting:** The CMC shall convene an annual meeting to review the school's overall performance, plans, projects, finances, and general progress of the school.
- **Special meetings:** whenever an urgent issue arises, such as major development activities, financial matters, safeguarding concerns, or emergencies.

5. Teachers

5.1 Roles and Responsibilities

- Deliver quality early childhood teaching in line with the approved curriculum and to nurture the overall development of the children.
- Maintain accurate enrolment, attendance, and progress records for all children.
- Support the CMC's mobilisation efforts by encouraging parents to enrol and stay engaged.
- Report attendance gaps and welfare concerns of children to the Head Teacher and CMC.
- Participate in parents' meetings, visitation days, and farm project days where scheduled.
- Maintain a safe, clean, and child-friendly learning environment.

5.2 Teacher Profiles and Job Descriptions

Position	Job Description	Profile / Qualifications
Head Teacher	Overall academic and administrative head of the KG; • Oversee the day-to-day administration and management of the school. • Supervise, guide, and appraise the performance of teachers and support staff. • Ensure the implementation of the approved curriculum and quality of teaching and learning. • Ensures project implementation in line with Dondo Paco objectives.	• Certificate/Diploma in Early Childhood Education • Prior teaching/leadership experience preferred of at least 2years. • Member of the community
Class Teacher(s)	• Plans and delivers age-appropriate lessons; • manages the classroom, tracks individual children's development. • Maintain discipline and positive behaviour management in the classroom. • Communicate regularly with parents/guardians on their children's progress and welfare	• Certificate in Early Childhood Development. • Demonstrates genuine care, patience, and concern for young children. • At least 2 years teaching experience. • Member of the community

Position	Job Description	Profile / Qualifications
Support Staff (cook & security personnel)	• All support staff are expected to contribute positively to the development of the kindergarten by participating in agreed school activities, maintaining the school environment, security, hygiene and preparing meals.	• Reliable community member • basic training in their respective fields • Hardworking, honest, reliable, child-friendly and able to work well with others.

6. Policy Direction / Operational Strategy

6.1 Enrolment Policy

Purposely the enrolment policy will aim to

- Increase access to early childhood education, literacy and learning within the community of the kindergartens
- Encourage regular attendance and retention.
- Promote parental involvement in the education and development of their children.
- Support the financial and operational sustainability of the school.

Eligibility;

The kindergarten will have children (girls and boys) enrolled from age 3-6 as stipulated by the ministry of education, science technology and sports in Uganda. Children from the neighbouring communities of the kindergartens will be target audiences.

Class	Approximate age	Classroom capacity
Baby class	3-4 years	30
Middle class	4-5 years	30
Top class	5-6years	30
Total		**90**

The school enrolment requirements like identification particulars and basic information will be provided by the parents/guardians as they bring their child/children for enrolment.

Enrolment and attendance.

Parents are expected to ensure that enrolled children attend school regularly. Where a child is absent for an extended period, the parent/guardian should inform the teacher or school administration.

For children who repeatedly stop attending, the teacher/CMC can follow up with the family to understand the reason for absenteeism/ dropping out. This is especially important because high enrolment numbers without regular attendance do not create a sustainable school and compromises the general learning and performance of the learners.

At the beginning of each academic year, DPFL, the CMC and school staff shall establish an enrolment target. the school shall undertake community mobilisation and sensitisation activities to achieve this target through engaging the different stakeholders like the leaders, CMC, and community at a given period of time.

Parents and guardian commitment: The 1995 Constitution of the Republic of Uganda stipulates that all children are entitled to basic education which shall be the responsibility of the state and parents of the child under Article 34(3). Parents and guardians shall be informed that enrolment of the children at the kindergarten is a key responsibility.

Parents have a big duty to support the enrolment, ensure development and sustainability of the school. Parents shall therefore be expected to ensure;

- Regular attendance of the children at school.
- Paying the agreed school fees/ dues
- Participating in agreed community or school activities.
- Providing agreed contributions (labour, in-kind, etc) to the school as stipulated and planned.
- Supporting school agricultural or income-generating activities where applicable.
- Participating in parent meetings and sensitisation activities.
- Supporting the maintenance and protection of school property.
- Communicating with teachers about the child's progress and welfare.

NB: Providing support, labour, in kind contributions to the school is a shared responsibility rather than a punishment.

6.2 Fees and Contribution Policy

The school shall operate on the principle of shared responsibility and community ownership, whereby parents contribute towards the education of their children and the sustainability of the school, while DPFL and its development partners provide complementary support.

Parent contributions shall be viewed as payment for education and as a means of enabling the community and parents to take ownership of and participate in sustaining the school.

A. School Fees

The school operates on a mode of termly school fees payment. The amount to be contributed in school fees will be Ugx 20,000

Parents will contribute to school requirements(items) as required by the school.

Parents will pay school fees directly to the school to the headteacher/ assigned teacher.

All school fees collected in cash shall be submitted and banked by the headteacher through Dongo Paco Foundation Limited (DPFL) financial personnel.

For every cash payment received, the Headteacher shall record the payment and issue receipt of acknowledgment of payment to the parent. School fees shall not be used directly by the Headteacher or school staff for personal or unauthorised expenditure.

The Headteacher shall submit the corresponding collection records to the DPFL Administrator on a monthly basis.

The school and DPFL shall periodically reconcile school fees collected against the school fees register and ensure maintenance of proper financial records

Mode of fees payment:

- School fees shall be paid in cash money (Ugx) to the school
- The school shall permit approved in-kind contributions as alternative or partial contribution for in place of school fees. Examples of these items can include farm inputs, food items, animals/ poultry.
- The in-kind payment will be quantified and measured by available market prices or locally established value to ensure fairness to both the parent and the school.
- School farm/labour contributions

School farm/labour contributions:

The school farm & labour contributions is an important part of the school's sustainability and parent contribution model. The school farm will support the school feeding program/nutrition for the children and will act as an income to subsidise costs that the school meets.

Contribution of labour will be mandatory by all parents.

Parents will be split into groups of work that is required depending on the nature of work and timing. The labour(groups) will include land cultivation, planting, weeding, watering and irrigation, harvesting and post harvest handling.

The crops that will be piloted in the first phase for this project can be maize, sunflower or vegetable crops as will be agreed upon by management.

The farm, which covers 2acres and is supported by a motorized water source, will be used for productive agricultural activities. Produce from the farm will be sold to generate income for the school to meet operational costs and school expenses.

The farm will be a property of the school which is supervised by DPFL. The school will borrow expertise from Adilang Farmers' Cooperative (AFC) which is a sister project under DPFL, AFC will provide skills, knowledge and trainings to the parents in best farming practices.

The school farms will be developed as a community agricultural demonstration and learning hub**,** with technical support from Adilang Farmers Cooperative (AFC) and its agricultural Extension workers**.** The extension workers will work with parents and community members to provide practical training on improved farming methods, crop production, soil and water management, irrigation, pest and disease control, seasons and timing, post-harvest handling, value addition and basic farm business practices.

The farm will provide a practical environment where parents and the community can learn by doing, with recommended agricultural practices demonstrated directly on the school land. This field-based learning approach will help farmers observe, practise and adopt improved farming techniques.

Quantification of farm labour:

Farm labour shall be quantified as lumpsum in the group work and will be credited against a parent's contribution.

The school shall determine the labour requirement based on the prevailing farm activities and the nature of work that needs to be met in a season.

All farm labour contributed by parents shall be documented.

The proceeds generated from sale of produce shall be treated as **school income** and managed in accordance with DPFL's financial procedures. The DPFL Administrator will spearhead sales and income generation.

Parents shall receive appropriate information on how their contributions are being used and how the school is progressing towards sustainability. This will be done through community engagement sessions with parents at termly intervals.

A parent will therefore meet payment obligations of the school through paying school fees in cash/ in kind, bringing agreed school requirements, and farm labour contributions.

School income:

It is very key for the kindergartens to have an income; this ensures that the schools can meet their operational needs and remain financially sustainable**.** school income through fees collection and agricultural production from the farms will meet costs of;

I. Daily operational and administrative costs of the school like communications and transport
II. Teaching and learning materials
III. Staff salaries and wages.
IV. Meals and welfare

B. Learners Support programs.

A learners' support in form of scholarship programme can be established as a support mechanism for vulnerable children and families who may struggle to meet the cost of education. The kindergarten schools serve communities that are situated within a wider context of significant socioeconomic vulnerability. the programme would help ensure that financial hardship does not prevent a child from enrolling, attending, and completing their early education and gain literacy.

Climate and agricultural shocks add another layer of vulnerability. The areas of Adilang and surrounding areas have been disproportionately exposed to drought, irregular rainfall and other climate shocks, and because their livelihoods depend heavily on agriculture and so household livelihoods and the ability to contribute to children's education has been affected by agricultural performance.

Against this background, the establishment of a scholarship programme at the Community Kindergartens can be justified as an education-access and equity intervention. The programme would help ensure that children from the most economically vulnerable households are not excluded from early childhood education because their parents cannot meet the required financial contribution.

Strategy:

Rather than treating vulnerability only as an inability to pay school fees, the scholarship programme shall consider household poverty, loss of livelihood, disability, orphanhood or other child-protection concerns, household size, parental employment status, and other circumstances that may affect a child's ability to access and remain in school**.** DPFL can achieve this through;

I. Donor scholarships.

Recognising the significant contribution that development partners have already made towards the establishment and development of Lamwon KG, DPFL intends to extend this partnership to supporting children's access to and continuity in early childhood education in the community through the centers. The proposed scholarship mechanism will provide an opportunity for the development partners to take up a defined portion of the educational expenses the school has.

Rather than transferring the entire responsibility for a child's education to the development partner, the model will promote shared responsibility between the development partner, parents, the community and DPFL. A development partner may, for example, contribute a defined percentage of a child's annual school expenses, while the parent contributes the remaining amount through school fees, labour or approved in-kind contributions.

The scholarship support will cover areas such as school fees, learning materials, essential educational requirements, and most importantly support school expenses like staff wages.

The scholarship initiative will form part of a broader sustainability strategy for the Kindergarten centers. While development partners will provide an important financial bridge for vulnerable children, parents and the wider community will continue to contribute towards the running of the school. Income generated through the school farm and other school-based initiatives will also progressively contribute to school operations and education support. The long-term objective is therefore to ensure that donor support complements, rather than permanently replaces, parental and community responsibility for education

II. DPFL Education Support Fund

DPFL can establish a dedicated **Education Support Fund** for vulnerable children. The fund can receive money from several internal and community sources rather than relying only on the development partners. Possible sources of funds can be

- A fixed percentage of income from DPFL income-generating activities.
- Proceeds from fundraising events.
- Voluntary contributions from individuals and well-wishers.
- Contributions from community members.
- Corporate and business sponsorships.
- Donor funding.

- Educational fundraising events & giving from friends.

III. Adopt a learner program

DPFL intends to establish an *Adopt-a-Learner Programme* where individuals, businesses, professionals, community members and other well-wishers support a child's education. It would not necessarily have to cover the entire cost since someone could contribute towards school fees, uniforms, learning materials, farm contributions, and other educational requirements.

6.3 Community Mobilisation and Mindset-Change Policy

The Community Mobilisation Strategy will provide a practical approach for involving parents, community members, local leaders, and other stakeholders in the operation, and development of the community kindergarten. The strategy will ensure that the community understands the purpose of the school, participates in its activities, and gradually develops a strong sense of responsibility towards the school.

Identification and engagement of key stakeholders:

The management of the school together with DPFL have always had engagements with the local leadership of the community with LC1, LCII, councillors, LCIIIs, up to district officials through meetings and dialogues, an initiative DPFL forefronts and continues to do. The different actors here are the CMC, parents, the community, local leaders, community elders, youth representatives, and other influential individuals who can support mobilisation. These stakeholders will act as community champions and help communicate the school's objectives.

Local structures such as the CMC, local council leaders, community mobilisers, volunteers and other respected community members will support the school in mobilising households, encouraging enrolment, addressing absenteeism, and communicating important school information.

Mobilisation of parents

Parents will be regularly mobilised to participate in school activities and events, attend meetings, monitor their children's attendance and learning, and fulfil their agreed contributions.

i. Mindset change towards education

The policy will address attitudes and beliefs that may prevent children from benefiting fully from education. Parents will be sensitised on the importance of:

- Enrolling children at the appropriate age.
- Ensuring regular school attendance.
- Supporting children's learning at home.
- Providing basic learning materials, personal and school requirements.
- Participating in school activities.
- Understanding that early childhood education is an important foundation for future learning.

ii. Community activities and events

The school together with DPFL will organise activities that bring the community together, such as:

- Parent-teacher meetings
- School events like graduation ceremonies
- Agricultural demonstrations/ exhibitions
- Children events like childrens' parties
- Sensitisation drives in the community
- Community work days
- School improvement days

6.4 Communication Policy

a) Meetings

Types of meetings	Purpose	Frequency	People responsible
Termly Staff Meetings:	Held to coordinate teaching, learner welfare, school activities, staff responsibilities, and track progress	3 times a term	Teachers
CMC Meetings:	Held to review school operations, finances, staff matters, learners' welfare, community mobilisation, and development activities	-Once a term -When need arises	DPFL CMC Teachers
Parents/community meetings	Held to communicate; _school progress, fees and contributions -Children's academic progress -school activities, and parental responsibilities.	Once a term	CMC Parents/community Local leaders
AGM (Annual General Meeting)	Review the school's annual performance and progress	Annually	CMC DPFL Teachers Parents/ community Local leaders

6.5 Attendance, Discipline and Welfare

- Teachers will maintain daily attendance registers for children; the CMC will review absentee trends termly.
- A simple code of conduct for children, parents, and staff will be developed and shared with all parents at enrolment.
- Child welfare concerns will be handled jointly by the Head Teacher, DPFL and where need be the CMC.

7. Financial Overview

This section presents an illustrative, simplified accounting framework for Lamwon KG under the new operational concept. It is not a substitute for a full financial statement, but a summary format the Treasurer and CMC can use to report income and expenditure transparently each term. Actual figures should be inserted and updated once real data is available.

7.1 Income Summary (per annum)

Income Source	Nature of Contribution	Responsible Party
Donor funding	Strategic	Dongo Paco
Parent School fees contributions	Termly cash fees, affordable rate set by DPFL	Headteacher
Farm produce sales	Sale from the farm	DPFL/AFC
In-kind contributions/ school Requirements	Materials, Items and goods	Headteacher

7.2 Expenditure Summary (per annum)

Expenditure Area	Description	Amount (annually)
Staff salaries	Monthly salaries for 1 Head teacher, 2 class teachers 2support staff	6,840,000
School farm/school feeding	Farm inputs like seeds, fertilisers and pesticides	500,000
Learning materials	Scholastic materials, teaching aids	1,000,000

Expenditure Area	Description	Amount (annually)
Operational costs	Communications, transport, administrative costs, routine maintenances	500,000
Total		**Ugx 8,840,000**

8. Risks and Mitigation

Implementing this operational concept carries some risks. The table below identifies the key risks and the measures the CMC and Dongo Paco will take to manage them.

Risk	Potential Effect	Mitigation Measure
Poor parent turn-up for farm-labour days	Reduced farm output; Unmet fees obligations Reduced trust in the model	Clear labour roster shared in advance Reminders via volunteers, dialogue and where needed, LC-supported mediation for repeated absentees
Crop failure or poor harvest (drought, pests, disease)	Reduced crop yields hence low income	Choose drought-tolerant, locally suited crops Diversification of crops Best practises like irrigation
Weak financial record-keeping	Loss of trust Disputes over contributions and farm work	Simple, standard reporting formats Termly Financial reporting
Continued negative mindset / resistance to change	Low participation undermines the whole model	Sustained community sensitisation; celebrate visible wins Involve respected local leaders as champions
Land disputes or insecure access to farmland	Farm & school projects disrupted or halted	Formalise land access/agreement in writing with landowners or local authorities
CMC member turnover, conflict, or inactivity	Leadership gaps; stalled decision-making	Clear term limits and selection criteria Regular meetings to address concerns and offer support where necessary
Over-dependence on a few active parents	Burnout of committed parents; unsustainable model	Rotate farm-labour assignments fairly across all households Broaden the Farm Sub-Committees

Risk	Potential Effect	Mitigation Measure
Misalignment between Dongo Paco expectations and community capacity	Frustration on both sides; reporting gaps	Regular communication via Administrator and community mobiliser Realistic, jointly agreed targets reviewed termly

9. Expectations of Parents

- Treat the KG as a community-owned school rather than solely a donor project.
- Ensure regular attendance of their enrolled children.
- Participate actively and honestly in farm-labour scheduling, notifying the Farm Sub-Committee in advance if unable to attend an assigned day.
- Support and respect the authority of the CMC and teachers in running the school.
- Encourage fellow parents and community members to enrol their children and participate in school activities.

10. Performance Indicators for the schools

Area	Indicator	Measure
Enrolment	• Number of children enrolled • Enrollment of children from surrounding communities • Retention rate	Target of 90 students Enrolment of majority eligible children within the catchment area Retention of 80-90%
Learning and development	• Children demonstrating their age-appropriate literacy skills • Children demonstrating basic literacy skills and language development • Children's readiness for transition to primary one.	Progressive improvement each time Children all regularly participating
Attendance	• Average learner attendance • Teacher attendance	At least 90% regular attendance Follow up measure for constantly absent students
Teaching quality	• Lesson/ activity plans prepared and implemented	Teachers training and capacity building programs

	• Teacher supervision/ appraisal	
Parents' participation	• Parents' attendance at meetings, school activities and events • Parents' commitment to fees payment	70-80% participation of parents Increased participation of parents in school events
School farm production	• Areas of farm cultivated • Farm income generated	Acres cultivated per season UGX income generated from farm activities

11. Sustainability Strategy

- **Diversified contribution base:** Combining farm labour, cash contributions, and potential produce sales will reduce reliance on any single source of support.
- **Community ownership:** Active parent participation in governance (CMC) and the farm project builds long-term commitment beyond donor presence.
- **Gradual self-reliance:** Farm proceeds and community contributions will be built up over time to progressively cover more of the school's community-funded operational needs.
- **Transparency:** Regular financial reporting to parents and Dongo Paco builds trust and encourages continued participation.
- **Local leadership involvement:** Engaging LC and community leaders strengthens mobilisation and helps shift community mindset.

12. Monitoring, Evaluation and Reporting

- The CMC will hold monthly internal review meetings to track enrolment, farm activities, and finances.
- A termly parents' assembly will review overall progress financial standing and sustainability of the school.
- A termly report (enrolment figures, farm project status, income/expenditure, challenges, and recommendations) will be submitted to Dongo Paco.
- Key indicators to track include: enrolment numbers, attendance rates, farm-labour turn-up rates, cash contribution rates, and farm proceeds generated.

13. Non-compliance

Where a household consistently fails to meet its farm-labour or agreed contribution without genuine cause, the CMC will first engage the parent through dialogue and, where needed, involve the LC/community leader representative for mediation. Continued non-compliance may affect the household's standing in fee-

crediting arrangements, as determined by the CMC's fee policy, though no child will be denied basic access to learning solely on this basis without CMC review of the circumstances.

14. Conclusion

The Community Kindergarten is envisioned as a community-based institution that responds to the educational needs of children while recognising the socioeconomic realities faced by families in the community. The operational concept provides a framework for establishing a school that is accessible, inclusive, well-managed, and responsive to the needs of children, parents, and the wider community.

The success and long-term sustainability of the kindergarten will depend on shared responsibility and active participation **a**mong DPFL, the School Management Committee, parents, teachers, local leaders, community members, and other stakeholders.



Figure 1 Children of Lamwon KG in one of their classrooms

End